DOCUMENT RESUME

ED 158 501 EC 111 902

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TITLE Alternative Summer Educational Programs for Urban Hearing-Impaired Children.
PUB DATE Jun 78
NOTE 22p.; Paper presented at the World Congress on Future Special Education (First, Stirling, Scotland, June 25 - July 1, 1978); Print may be variable due to uneven quality of original

EDRS PRICE MF-$0.83 HC-$1.67 Plus Postage.
DESCRIPTORS *Aurally Handicapped; Educational Programs; Elementary Education; *Program Descriptions; Recreational Programs; *Summer Programs; Year Round Schools
IDENTIFIERS *Kendall Demonstration Elementary School

ABSTRACT

The paper describes the summer programs offered by Kendall Demonstration Elementary School, a year-round day school for elementary level hearing impaired students in Washington, D.C. The programs are explained to be based on a three-point philosophy: (1) summer programs should be different from those of the rest of the year; (2) summer programs should challenge the students toward increased learning and growth; (3) summer programs should be enjoyable, at the same time extending academic growth. The objectives and activities are reviewed for six programs: an exchange program in which the students experience a rural life along the sea cost of Maine; an educational/recreational program based at a lake front camp; a community based program; a Language Experience Activities Program; the Continuing Achievement through Summer Community and Dormitory Experiences; a Learning Vacation in which deaf children, their siblings, and parents are housed on a college campus for 10 days. (Author/SBH)

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Alternative Summer Educational Programs for Urban Hearing-Impaired Children

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Washington, D.C.

Presented At:
The World Congress for Future Special Education
Stirling, Scotland
June, 1978

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For most American school age children, the last day of school is often greeted with the traditional American rhyme:

No more pencils
No more books
No more teacher's dirty looks
It's summer

However, the end of a school year often signifies the beginning of some kind of recreational program for a number of American children.

The inner city population of Kendall Demonstration Elementary School's twelve month program looks forward to enrollment in one of several types of academic/recreational programs whose goals are built on a three point philosophy that:

a. Summer programs should be different from those of the rest of the year.

b. Summer programs should challenge the students toward increased learning and growth.

c. Summer programs should be enjoyable and at the same time extend academic growth.

The development of summer programs which supplement the school's curriculum provides additional learning and teaching opportunities. Concepts acquired during the summer, both cognitive and affective, are often reflected in the child's academic achievement during the ensuing year.

Attendance in a program providing alternative learning settings affords students the opportunities for experiences not readily available during the school year. Learning opportunities and concepts are not only expanded but shared with peers, teachers, and parents.

I would like now to present 1) a brief synopsis of the six types of summer programs developed during the years 1975-77; 2) a general outline of the personnel employed and their job descriptions; 3) a yearly cost analysis; and 4) a description of the evaluation techniques used to modify, expand, initiate, or curtail a program.

Six General Program Types

Type One

An exchange program with the Governor Baxter School for the Deaf in Maine during the summers of 1975 and 1976 enabled students between the ages of 10 and 12 to experience a taste of rural life along the sea coast of Maine.

Seventy-six Kendall students lived in the school dormitories, received academic instruction during the mornings, and participated in a structured recreation program during the remainder of their day. In addition, thirty-five students from Maine spent a summer in Washington viewing the sights, learning first hand about the government and growing accustomed to the summer temperatures of a city.

Type Two

Concurrently, during the summer of 1975-76, forty-one students between the ages of 8-10 and 12-15 were sent to Minnesota. In this educational/recreational program based at a lake front camp owned by the National Association for the Deaf, academic studies were interwoven with nature study and camp life.

Type Three

The Community Based Program initiated in 1976 and continued in 1977 was located in various areas of the city of Washington. A variety of community buildings, schools, churches, temples were utilized as home bases for the seventy or so pre-school to primary aged children to provide experience-based learning about community life.

Type Four

During the summers of 1975, 1976 and 1977 the Language Experience Activities Program (L.E.A.P.) emphasized language development in connection with extensive field trips within the Metropolitan area of D.C. Academic units were selected by program instructors according to the availability of places of interest and pupil needs. Field trips occurred two times a week. The remainder of the time was spent in the academic setting where concentrated pre and post teaching of concepts to be encountered during field trips stimulated and enhanced language acquisition and communication skills.

Type Five

The summer of 1977 witnessed the development of an innovative program-- The Continuing Achievement through Summer Community and Dormitory Experiences (C.A.S.C.A.D.E.). This program provided life management opportunities for teen-aged students. The seventy-four students who participated resided in dorms on the Gallaudet College campus for a period of four weeks. The program revolved around learning opportunities which would lead students towards greater self reliance.

Type Six

In conjunction with the Continuing Education Department of Gallaudet College, the sixth type of program has been offered since its inception in 1974. Families from all over the United States have participated in a Learning Vacation in which their deaf children, their hearing children, and the parents themselves are housed on the Gallaudet campus for a period of ten days. During this time, sign language instruction for parents and siblings is given, an academic program for the deaf children is available, and family recreational programs are arranged to provide opportunities for enjoying the nation's capital.

Part II - Job Descriptions

Each program was designed according to a variety of criteria including:

needs of the students
availability of funds
availability of locations
available staffing
evaluations of previous programs

Initial planning was begun during the school year. The Director of Instruction and appointed staff outlined program direction, goals, budgets, and job descriptions.

The responsibility for the over-all design and implementation of all the summer programs is under the Division of the Director of Instruction. He

appoints an assistant to handle the various details for the summer including:

program descriptions for all programs
brochures for programs
basic contracts for each program
faculty and staff contracts
selection of staff for summer
letters of position, job descriptions, regrets
budget projection
payroll set-up
selection of students - criteria for including/excluding (i.e., medical, physical)
sending and collecting all forms needed for each child
  a. permission
  b. medical
  c. meals
  d. insurance, etc.
program needs
  a. supplies
  b. food
  c. dorms
  d. laundry
  e. field trips
  f. audiological needs
transportation
  a. long range - special trips
  b. within the city - day to day, etc.

The Maine-KDES Exchange Program was under the direct supervision of their respective Directors of Instruction. The academic programs were designed and directed by one head teacher with input from support teachers. Dormitory and recreational programs were under the jurisdiction of the KDES education/recreation staff.

Teachers' work schedules included a minimum of six working hours in the capacity of teacher for a total of five working days. In addition, participation in extra curricular activities were expected. In the 1976 Maine-Exchange a parent provided assistance in the dormitory program.

The Minnesota Program's staff, under the direct supervision of the Swan Lake Camp Director, was divided into recreational and instructional divisions. Teachers were assigned to one of six instructional areas and daily work schedules included: 1) three hours of instruction in the morning and two in the afternoon for fifteen consecutive days; 2) a week of preparation for the awards banquet with curtailed classroom hours; and 3) compilation of reports regarding the instructional program.

Counselors within the recreational program held a variety of responsibilities including:

1) assisting in all dormitory related responsibilities
2) continuing supervision of programs
3) first aid in the absence of a nurse
4) assisting with letter writing
5) preparing and implementing the Survival Program, banquet, candlelight ceremonies

The L.E.A.P. Program, although under the Director of Instruction, was designed and its goals were set by the head teacher and the instructional team. Teachers were responsible for establishing academic units, and for designing and preparing materials. The educational program co-ordinator was responsible for each of the three community centers within the Community Based Program. His responsibilities included:

1) program design and format
2) preparing educational environment
3) briefing instructional staff on program design and format and other necessary aspects of the programs
4) on-site supervision of programs

5) evaluation of teachers' instructional objectives

6) functioning as a support person for teachers

7) preparing a final report to the school administration

Teachers were responsible for program planning, delineation and acquisition of supplies, field trips, and final evaluations of pupils and program. Instruction was given from 8:30-1:00 five days a week for four weeks. Teachers were given daily planning time between 1:00-3:00.

The Learning Vacation Program utilized a variety of personnel during the ten day programs, including classroom teachers, sign language specialists, day care workers and parents. The Director of Continuing Education and his assistant are responsible for:

1) program design and goal setting

2) staff selection

3) housing, transportation, day care details

4) public information

5) design and implementation of evaluation techniques

6) acquisition of funds

An innovative approach to program supervision occurred during the summer of 1977. Utilizing candidates from Gallaudet's Doctoral Program in Educational Administration, the summer programs were designed and supervised by those future administrators. These doctoral students reported to the Director of Instruction and worked with a head teacher who designed the academic program.

...ent of Personnel

Faculty and staff to be hired were screened for minimum requirements ... B.A. or M.A. in Education of the Deaf, years of classroom experience, ... specializations such as recreation or art. The Director of KDES and ... Director of Instruction then made the final hiring decisions.

... Costs

Please consult the chart (found on the last page) regarding exact ... for the various programs provided. The average cost per child a day in ... was $22 a day; in 1976 it was $28 a day; and in 1977 it was $24 a ... Private child care in Metropolitan D.C. area would cost an average ... per diem. Summer camps in the United States average $150-200 ... a week's stay. These day care facilities or camps do not include ... additional services such as:

instructional materials/media services especially for the deaf

extensive field trips

audiological services

medical and transportation services

... are an integral part of our programs.

... Systems

... of the year evaluations were completed by all personnel. Teachers ... supervisors completed questionnaires and submitted a program summary ... an outline of the academics covered, unit goals, field trips, ... of programs in meeting student goals, and recommendations for ... year.

In addition, a task force composed of staff, parents, and independent consultants met to delineate the strengths of each program as well as possible remediation for any weaknesses.

Information regarding program and their evaluations were shared with the KDES faculty and staff during meetings at the beginning of the school year to familiarize them with the goals and experiences the students encountered in the summer programs.

Learning Vacation utilized information from forms completed by parents as well as teacher input in conjunction with group interviews to evaluate their programs.

Mark would now like to discuss in detail the goals and activities of each of the above programs.

Program Goals and Objectives

The goals and objectives for the summer programs offered by KDES between the years of 1975 and 1977 were varied, and were developed to provide for selected learning needs of three groups: the students, the faculty and staff, and the parent-aides. The six types of programs included:

1) Exchange-Residential
2) Travel-Residential
3) Community Based
4) Language Development Experiences
5) Community-Residential
6) Family Education

The first and second types of programs, Exchange-Residential and Travel-Residential, provided a broad range of objectives. The KDES students traveled across a number of states and lived in a rural setting. The exchanged children were able to live and study in a major urban city.

The objectives for the third type of program, Community Based, emphasized basic concepts found in the young hearing-impaired child's immediate environment.

The fourth type of program, Language Experience Activities Program (L.E.A.P.), was designed to provide language experiences outside the classroom two days a week and structured language and reading classes in the classroom three days a week which foucsed around the field trip experiences.

The fifth type of program was developed last year. The Community-Residential program, Continuing Achievement through Summer Community and Dormitory Experiences (C.A.S.C.A.D.E.), was a logical extension of the Community Based program designed for the needs of young adolescents. Program objectives were developed to help the students learn life management skills.

The objectives of the sixth type, Family Education, focused on developing communication skills and basic teaching skills for families with hearing-impaired children.

Goals and objectives will vary according to the purpose and structure of a program. This leads to a consideration of the objectives of the alternative summer programs for students, for faculty and staff, and for parent-aides. This presentation is concerned with only the essential objectives in each program in order to portray their scope.

The range of the objective for the students in each program was broad. For the 1975-76 Maine Program, major objectives were:

-To provide KDES children with an opportunity to experience life in a rural environment.
-To provide KDES children with an opportunity to visit historical and industrial sites and wilderness areas.

-To provide KDES children with the opportunity to go to school with other hearing impaired children from another state.
-To provide KDES children with natural science experiences that cannot be provided within the daily Washington, D.C. environment.
-To provide KDES children with experiences that will assist in developing map skills, social study background information, etc.

The Maine program offered students 10 to 12 years of age an opportunity to develop relationships with hearing-impaired peers in another region of the country. They were able to study nature as well as to experience living in a rural setting.

In the area of social studies, the academic objectives of the program dealt with time-distance concepts, map skills, political concepts, e.g., state boundaries, capitals, names, etc. While traveling to Maine, the students had road maps. Groups of two or three students took turns marking off portions of the route with colored adhesive dots as they traveled. By the time they reached Portland, almost every student on the bus was able to use the map to show where they were, which cities they had passed, and how long it had taken to go from one point on the map to another. During the first week of their program, the students learned more about Maine as a state, its natural environment, and some of its important industries; i.e., fishing, paper manufacturing, lobstering,and wood processing. Field trips included visits to industrial sites and places of historical importance such as Boston, Augusta, Cape Cod, Plymouth Plantation, and a tour of Casco Bay.

In science, objectives were established to teach the students about topics such as tides and their relationship to the moon, shore and marine life, plant and animal wild life, and pollution. In addition to social studies and

science concept development, the program provided a base for language and vocabulary development during the summer and the following academic year.

In 1976, Kendall students attended classes with Maine students from the regular year program at Governor Baxter State School. This provided Kendall children with an opportunity to use their sign language communication skills to make new friends and to expand their arena of social interaction. The Maine Exchange Program in 1975 did not provide the participants this opportunity since the students from Maine were in Washington, D.C. during the month that Kendall students were in Maine.

The goals for the students from Maine, 12 to 15 years old, in the 1975 Exchange Program were:

-To provide the Maine children with an opportunity to live within the environment of the Nation's Capital.
-To provide the Maine children with an opportunity to observe Congress in session.
-To provide the Maine children with an opportunity to visit historical sites and monuments in the Washington area.
-To provide the Maine children with the opportunity to visit their state's Congressional offices and to meet with their legislators.
-To provide the Maine children with experiences that would assist in developing map skills and social studies information.
-To provide the Maine children with the opportunity to go to school with other hearing-impaired children in another city.

This part of the program was housed in Kendall School and Gallaudet College's residential facilities. It can be seen from the objectives that the focus for the Maine children was on governmental and political concepts for social studies learning. They traded the rural for the urbanized life of the city.

The objectives for the Minnesota Program were:

-To provide KDES children with an opportunity to develop daily living skills necessary to be camping situation.
-To provide KDES children with an opportunity to develop team work through group activities and recreational programs.
-To provide KDES children with an opportunity to experience life in a rural environment.
-To provide KDES children with an opportunity to visit an industrial site.
-To provide KDES children with natural science experiences that cannot be provided within the daily Washington, D.C. environment.

The setting for the two programs was the essential difference between the Minnesota and the Maine summers. Whereas the Maine Program was housed in a residential school for the deaf on an island near the ocean, the Minnesota Program was housed at a summer camp adjacent to a lake. Again, the Minnesota locale provided a rural setting but in a different form. While the Maine students had the services of specialized staffs for laundry and cooking, the Minnesota Program required the students to do their own laundry, clean their own cabins, and assist in meal preparation.

The camp program in Minnesota included five different types of living experiences:

1) survival - outdoor camping experiences
2) surrogate families - three days with a family in nearby town
3) cabin life - small cabins at the lodge
4) dormitory life - large dorms within the camp
5) guests of staff - with camp staff in their living quarters

The instructional program was divided into six areas:

Language
Communication
Science
Art
Recreation
Camp Life

While the same types of learning experiences were available at both sites, the emphasis in the Minnesota Program was on language with the students writing stories utilizing their experiences and reading each other's work. The emphasis in Maine was on social studies and science. Selected stories were printed in a weekly newspaper by students, distributed at the camp and sent home for parents and siblings to read. Units were developed at both locations to utilize objects the children found, i.e., leaves, shells, pebbles, etc., for making arts and crafts items.

Recreational programs were developed for the Minnesota and Maine programs. They included swimming, horseback riding, basketball, softball, skiing and karate. Once or twice a week a special event would dominate an evening. Once a season the groups went roller skating. There was a shopping center near the school in Maine, which small groups would visit with a teacher. Camping was also available at both programs and enabled all of the students to learn basic survival skills.

In addition, a tele-typewriter (TTY) at Kendall was made available to the parents during the week. This enabled them to communicate with their child and gave the children an additional opportunity to practice their communication skills with their parents.

The Community Based Programs in 1976 and 1977 offered children up to 8 years of age a different and more personalized set of objectives. The

program divided the children into a pre-school and a primary group at each location. The objectives were:

-To provide KDES children with the opportunity to learn to recognize and respond appropriately to traffic directional symbols.
-To provide KDES children with the opportunity to learn to recognize and identify community buildings.
-To provide KDES children with the opportunity to learn to respond appropriately to warning signals.
-To provide KDES children with the opportunity to learn to recognize and identify public vehicles.
-To provide KDES children with the opportunity to interact with normal hearing peers.
-To provide exposure to services and facilities such as stores in their neighborhood.

The program objectives emphasized concept development for young children within the neighborhood setting. They traveled the city with their teachers and learned about modes of public transportation, public buildings and services such as hospitals, fire stations, police stations, churches, supermarkets and schools, traffic signals and signs. The children learned basic survival skills such as memorizing their addresses and phone numbers, knowing what to do if they became lost, knowing what to do if they saw a fire or an accident.

The classroom setting provided for a modicum of academic work to be done in areas related to the program. The children received language instruction prior to and after field trips to reinforce what they learned. During afternoon activities, hearing siblings and peers were encouraged to attend and participate in the program. This was done to foster more interaction between KDES students and normal hearing children.

The Language Experience Activities Program (L.E.A.P.) provided a similar setting to that of the Community Based Program. Whereas the Community

Based Program objectives were developed to provide skills in neighborhood community interactions, the L.E.A.P. Program was a structured language program utilizing resources in the Metropolitan area. Program goals were:

-To provide Kendall students the opportunity to become familiar with famous Americans.
-To learn how each person has contributed to or affected the development of America.
-To recognize memorials, monuments, etc. erected in honor of these famous people.
-To utilize their field trip experiences in developing language and vocabulary.

Activities for the L.E.A.P. Program included a train trip, a visit to the National Trolley Museum, a boat trip on the Potomac, visits to the Smithsonian Institutions, Air and Space Museum, Museum of History and Technology, and National Collection of Fine Arts and others too numerous to list. Americans studied in conjunction with the trips were George Washington, Thomas Jefferson, Abraham Lincoln, John Brown, George Washington Carver, Charles Lindbergh, Martin Luther King, Jr., Charles Drew, John F. Kennedy, and Walter Fauntroy.

Like the Community Based Program, the students in L.E.A.P. received academic instruction within a classroom setting. Specific objectives in language and reading were selected for each child. The students wrote about their experiences, read stories related to their trips, and participated in group discussions about their activities.

The C.A.S.C.A.D.E. Program provided an opportunity for the older students, 12 to 15 years of age to live away from home. Its objectives were:

-To foster self-help skills which will enable the students to live successfully in a community dormitory environment.

-To provide the basic knowledge for and to foster fundamental skills for independently utilizing Washington, D.C. public transportation.
-To encourage students to survey and utilize resources in the Washington, D.C. area and environs for leisure time enjoyment.
-To foster practical reading skills which will enable the students to function independently in the community.
-To provide the basic knowledge of and skills for compensating lack of auditory input in community-based experiences.

The adolescents in this program developed skills for independent living within the community and learned to select alternatives for leisure time activities. In addition, they utilized skills in money management and were given instruction in reading and interpreting maps and bus schedules. Small classes of five or six students, with the help of their teacher, planned trips around the city using their maps. They had to consult bus schedules in order to minimize waiting time and make transfers. They had to figure out how much money they needed for a trip, i.e., for bus and/or subway fares, entertainment, lunch and dinner, and then withdraw the money from their savings account at the college bank.

In addition to the development of general program objectives, teachers also prescribed individual student goals for each participant based on the year round needs of the students.

The program objective for the faculty and staff was to provide them with an opportunity to work in varied educational environments for further professional development. The achievement of this objective was realized to a high degree in the Maine, Minnesota, and Community Based Programs, and to a lesser degree in the L.E.A.P. and C.A.S.C.A.D.E. Programs. In all cases

the departure from the regular program and locale was a welcomed change, enabling teachers to work with students, at different age levels, and to utilize resources not usually available otherwise.

The objectives of the family education program, Learning Vacation, focused more on the parents and siblings of the hearing-impaired child. The participants were not and are not limited to Kendall's population. Objectives for this program were:

-To show parents how to communicate with their deaf children in a relaxed and effective manner.
-To teach parents effective ways of helping deaf children learn language.
-To provide parents with a basic understanding of how their child's amplification system works and how it can be easily maintained.
-To provide parents with an opportunity to learn the basics of total communication.
-To have a family vacation in Washington, D.C.

The program schedule is convenient formost families who have the opportunity to take a summer vacation together. Due to the increased number of participants the number of day sessions has been increased from two to five for this summer.

Daily, parents were involved in a lecture series provided by different community people including parents and teachers. Topics discussed included: auditory training, language development, communication and sign language. Parents and their hearing children were also enrolled in sign language classes.

The hearing impaired child attended classes in the morning and later joined their siblings and families for field trips, sightseeing, swimming, cook outs, etc.

Parent-aides were hired from among Kendall parents. Objectives for them were:

-To provide the Parent-Aide with an opportunity to observe KDES children in an on-going educational program.
-To assist KDES staff in relating the children's summer experiences to the parents.

They functioned as full-time aides in the classroom or residential environments, depending on the program location, and acted as communication/information laisons between the program and the home.

This presentation has surveyed objectives within several summer programs. These programs provided opportunities that were different from the regular academic year program while challenging students and families toward increased learning and growth in an enjoyable setting. These programs offered a break from the regular year without departing entirely from academic learning. Parenthetically, the programs offered training experiences for under-graduate and graduate students in education and related fields. The goals and objectives can be adapted and modified to other locations and settings. The creative possibilities for summer programs are unlimited. With imagination and planning, programs can be developed for modest budgets, for confined environments, and for different populations. For handicapped children, indeed, for all children, learning should not stop at the end of the spring term.

COSTS

TOTAL PROGRAM	1975	1976	1977
Per Year	$80,000.00	$118,000.00	$87,868.00
AVERAGE SALARY			
Teacher	1,000.00	1,300.00	1,300.00
Aide		1,000.00	1,000.00
COST PER CHILD			
Per Week	111.00	142.00	127.00
Per Day	22.00	28.00	24.00
MAJOR COST FACTOR			
Factors	facilities salaries transportation	facilities salaries transportation	salaries transportation